

Wisconsin Migrant Education
Directors Meeting

Madison, Wisconsin

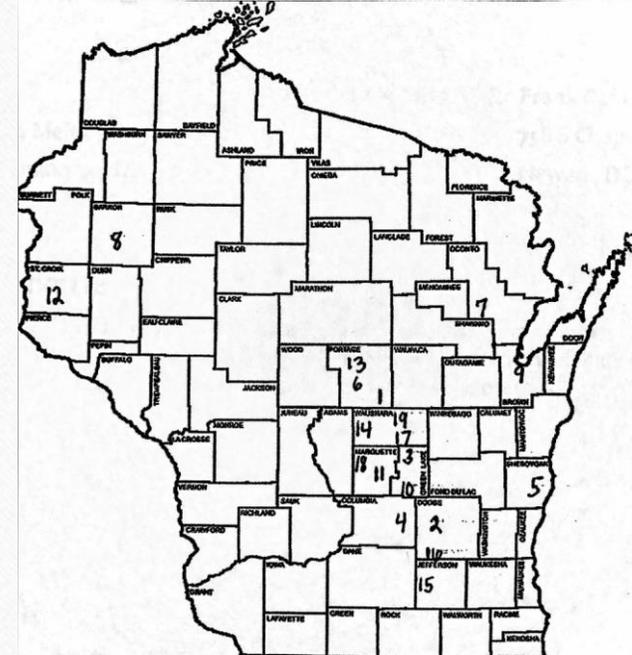
April 26, 2017

Wisconsin MEP

Eligible Migrant Children 878

Project Districts

- | | |
|----------------------------|------------------------|
| 1. Almond-Bancroft – 13 | 12. New Richmond - 6 |
| 2. Beaver Dam – 26 | 13. Stevens Point - 28 |
| 3. Berlin – 52 | 14. Tri-County - |
| 4. Cambria-Freisland – 31 | 15. Waterloo - 29 |
| 5. Cedar Grove-Belgium - 9 | 16. Watertown - 14 |
| 6. CESA 5 - 146 | 17. Wautoma - 17 |
| 7. CESA 8 - 3 | 18. Westfield - 11 |
| 8. Cumberland – 4 | 19. Wild Rose - 17 |
| 9. Green Bay - 46 | |
| 10. Markesan – 25 | |
| 11. Montello - 10 | |

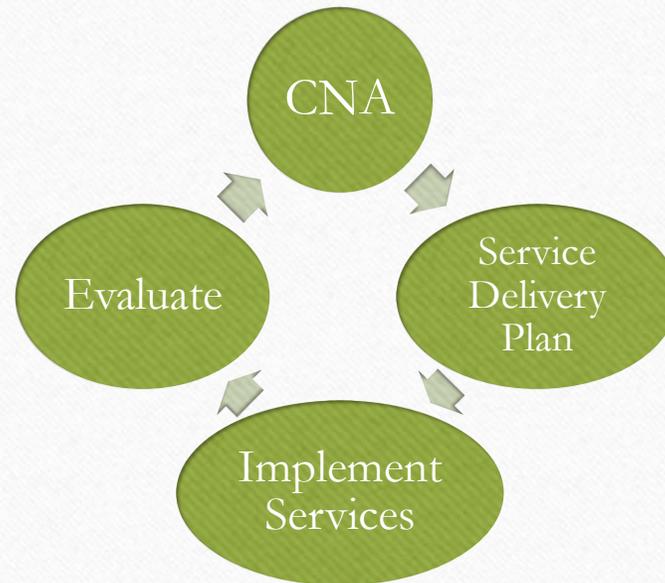


Overview of CNA Process

- Need is defined as the gap between **“WHAT IS”** and **“WHAT SHOULD BE”**
- Employs Three-Phase Model
 - Explores “What Is”
 - Gather/Analyze Data
 - Make Decisions
- Examines three levels:
 - Direct recipients
 - Service providers
 - Systems

Overview of CNA Process

Part of Continuous Improvement Process



CNA Outcomes

1. Identifying trends that may impact performance.
2. Brainstorming other information that will be needed to make decisions.
3. Exploring processes to engage staff in understanding and developing solutions.

Elements

- **Identifies needs of migrant children for program design**
- **Examine data, disaggregated by key subgroups**
- **Address performance targets**
- **Concentrate on the outcomes, not the process**
- **Prioritizes needs and targets funding**

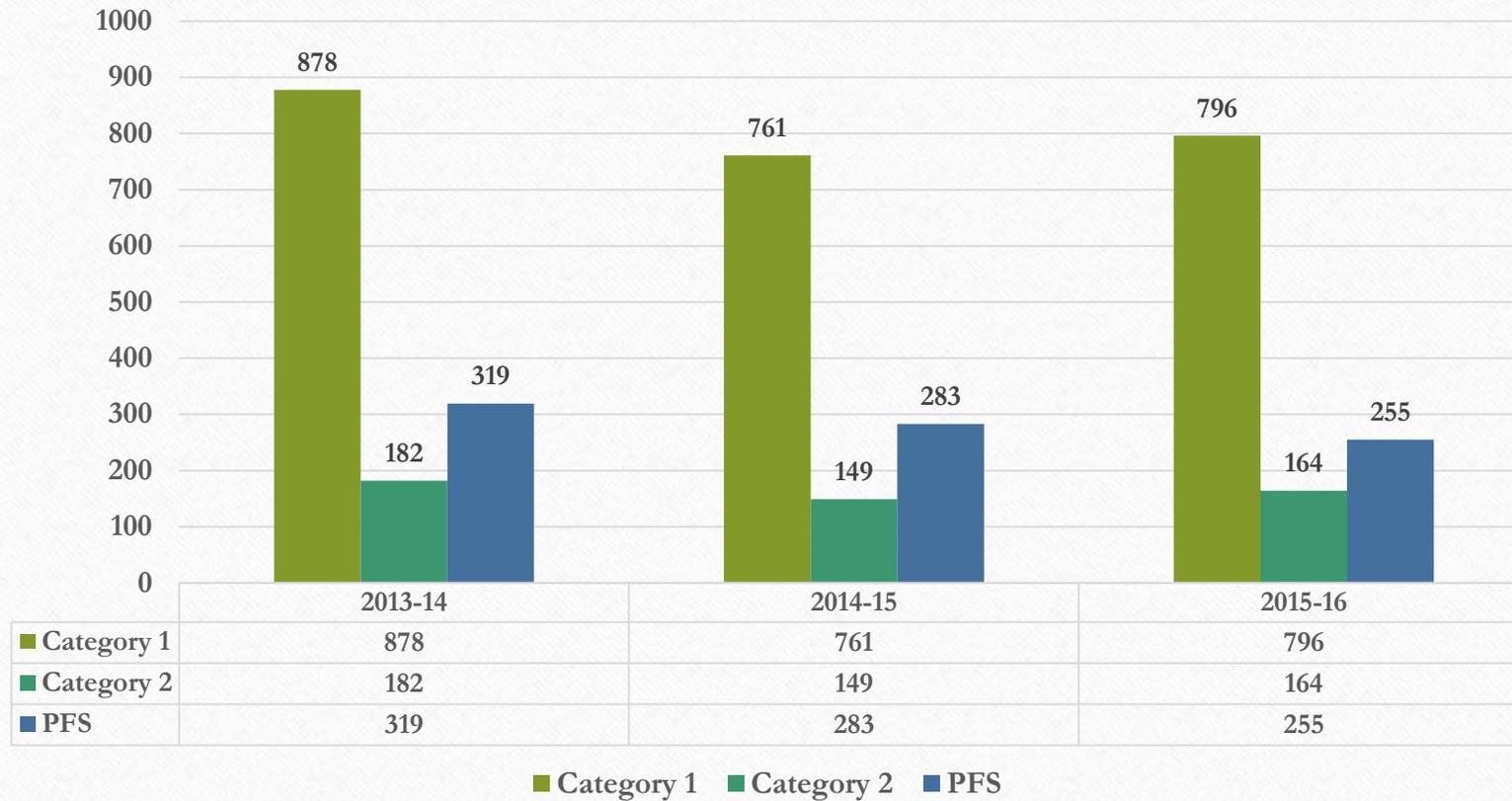
Data Used

- Enrollment Data over Time
- CSPR 2013-16
- 2013-15 State Assessment
- Wisconsin MEP Program Evaluation Report 2014-2015
- Comprehensive Needs Assessment Report 2015-16
- Wisconsin MEP Service Delivery Plan 2015-2019
- NGS/MSIX Data

Progress to Date

- December 14, 2016 Start date
 - Review documents, agreements, reports, programs, policies
 - Review of state, regional, local data, performance targets
 - Formation of Advisory Committee (AC)
 - Staff Surveys
 - Development of student profile
 - Identify and prioritize needs

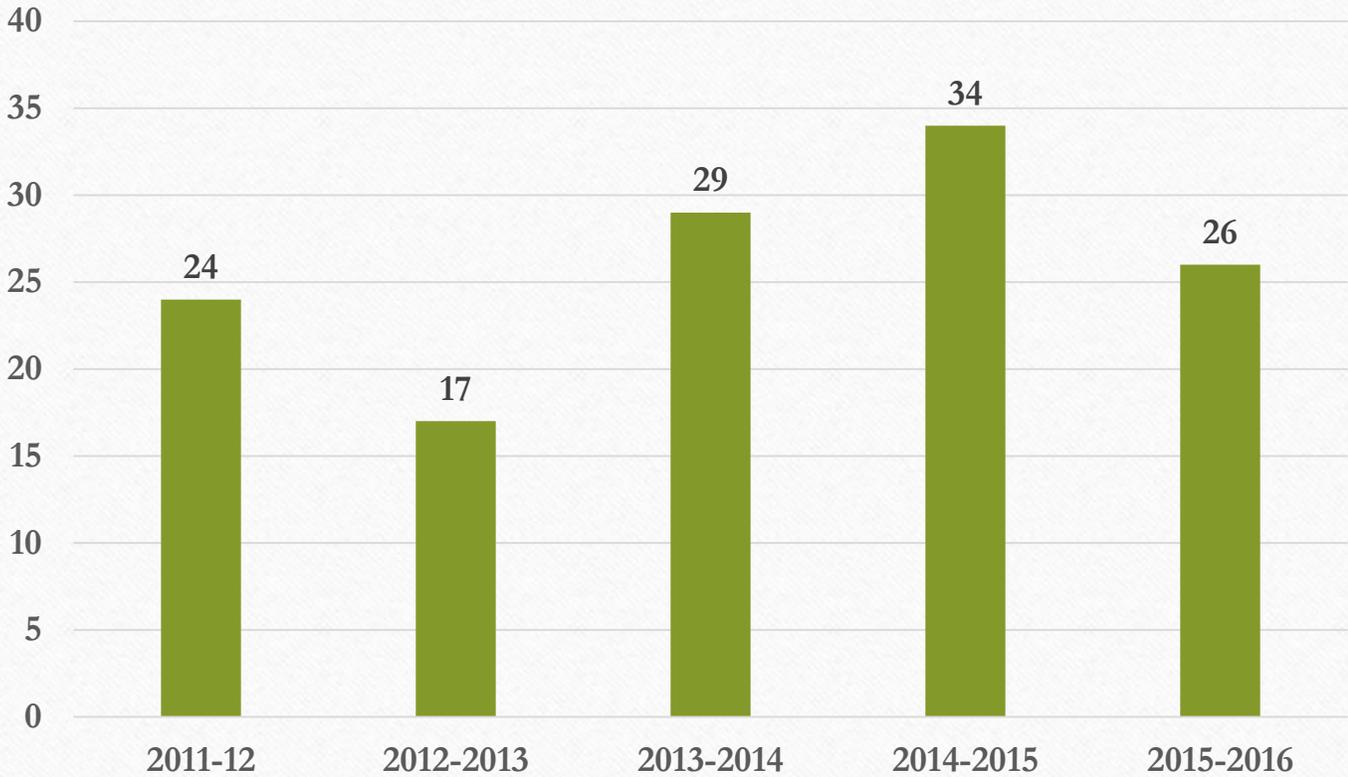
MEP Child Count 2013-2016



Child Count over 3 Years

- A slight decline in 2014-15 in Category 1 count
- A steady decline in Category 2 count over three years
- Category 2 count about $1/3$ of Category 1 count

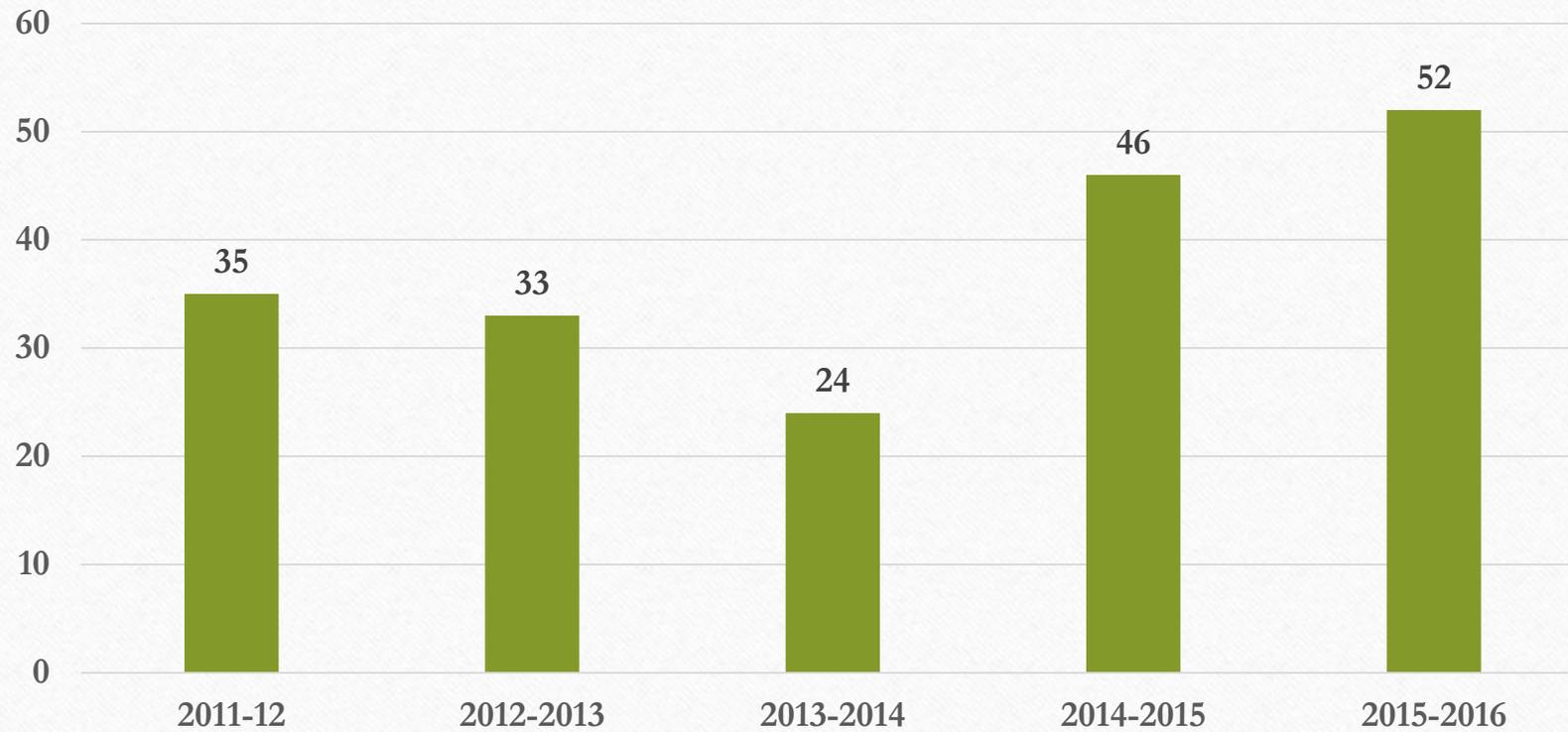
Migrant Count Beaver Dam



Migrant Count Beaver Dam

- Slight decline in count in 2012-13, then steady rise for next two years.
- Slight decline in 2015-16

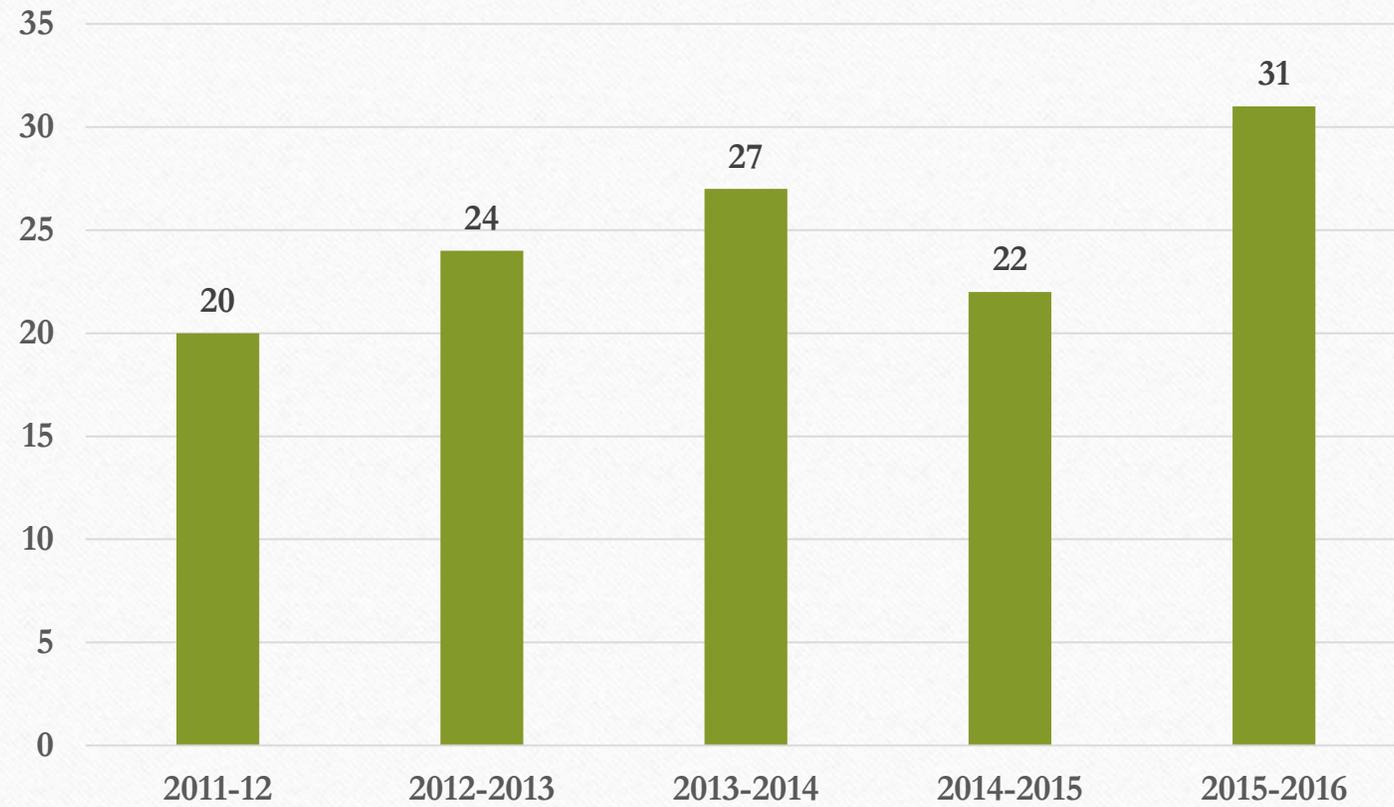
Migrant Count Berlin Area



Migrant Count Berlin Area

- Steady decline from 2011-12 to 2013-14
- Then rise for 2014-16

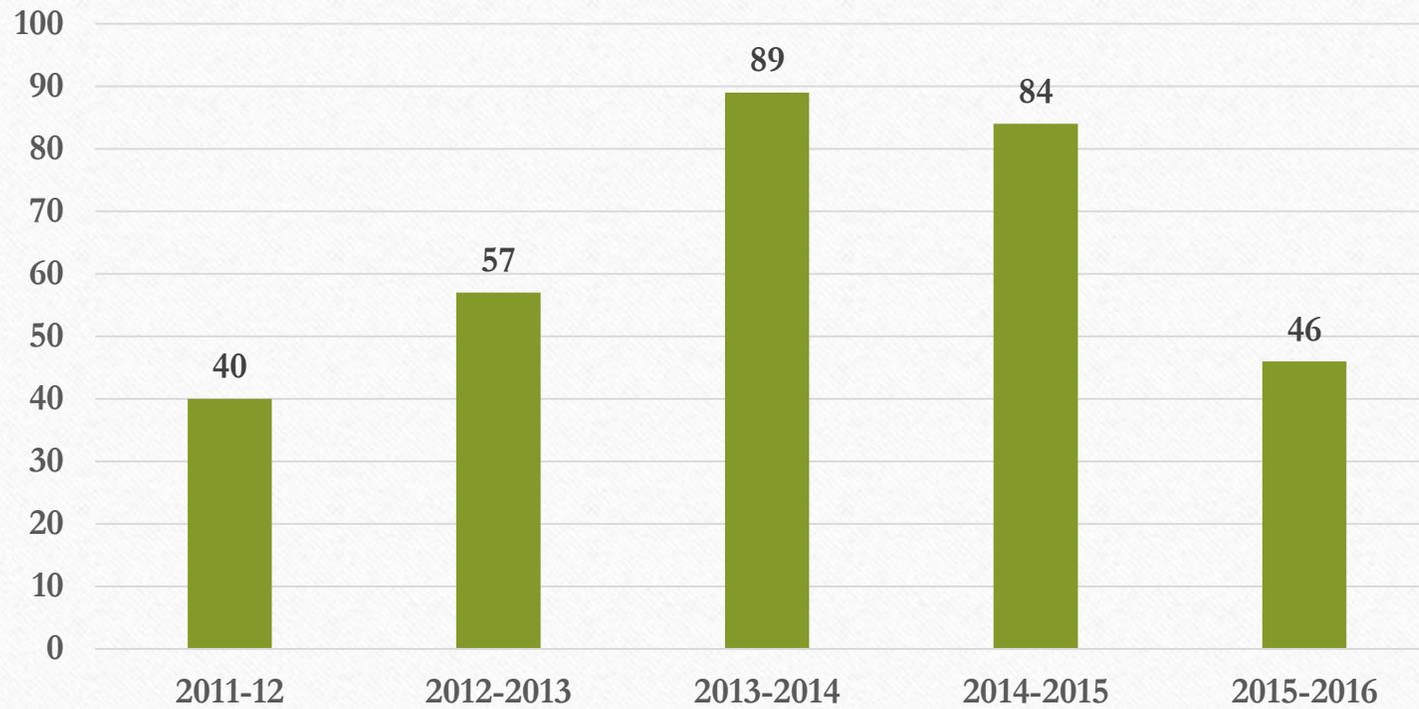
Migrant Count Cambria-Friesland



Migrant Count Cambria-Friesland

- **Steady rise from 2011-12 to 2014-14**
- **Slight dip in 2014-15, then increase in 2015-16**

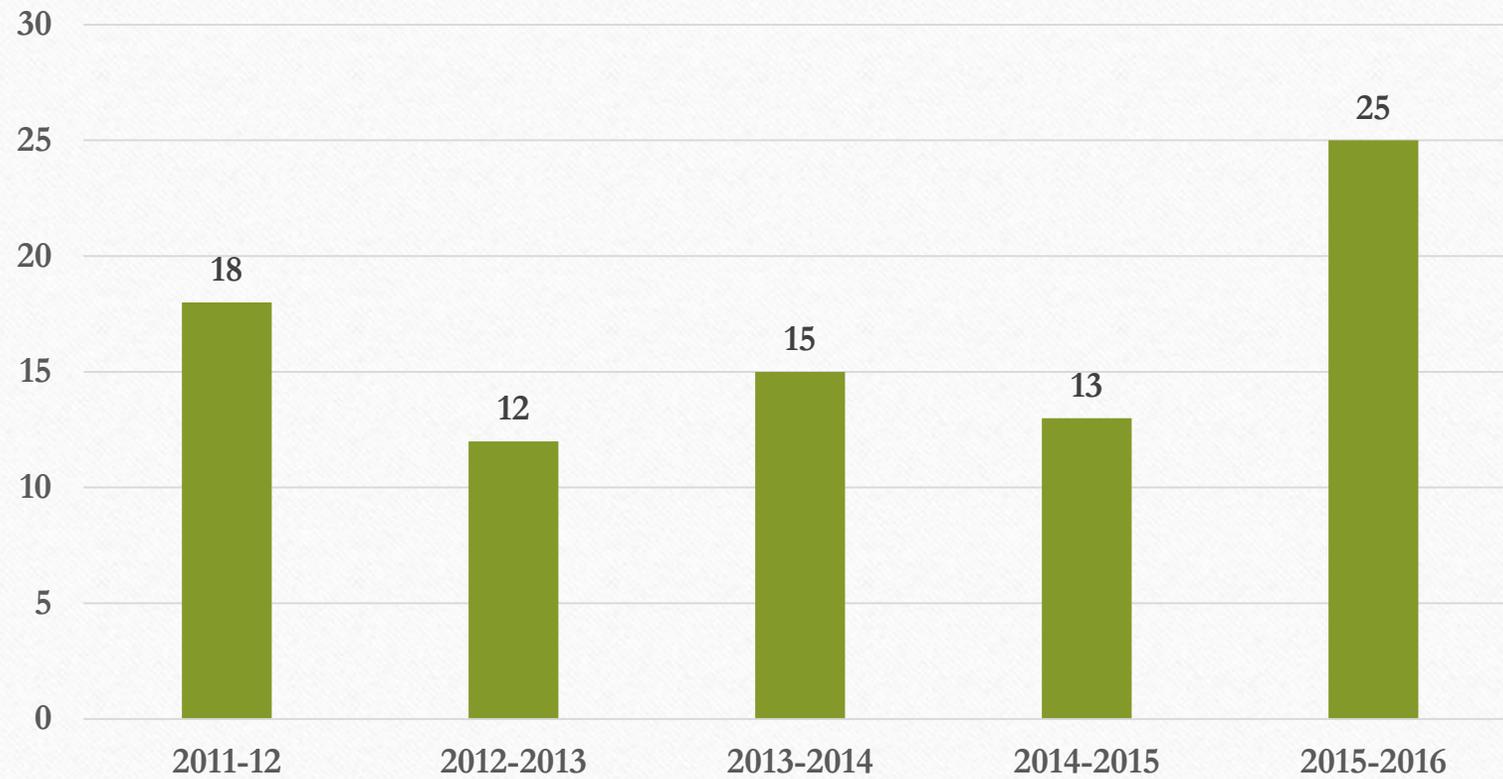
Migrant Count Green Bay



Migrant Count Green Bay

- **Steady rise from 2011-12 to 2013-14**
- **Then decline to 2015-16**

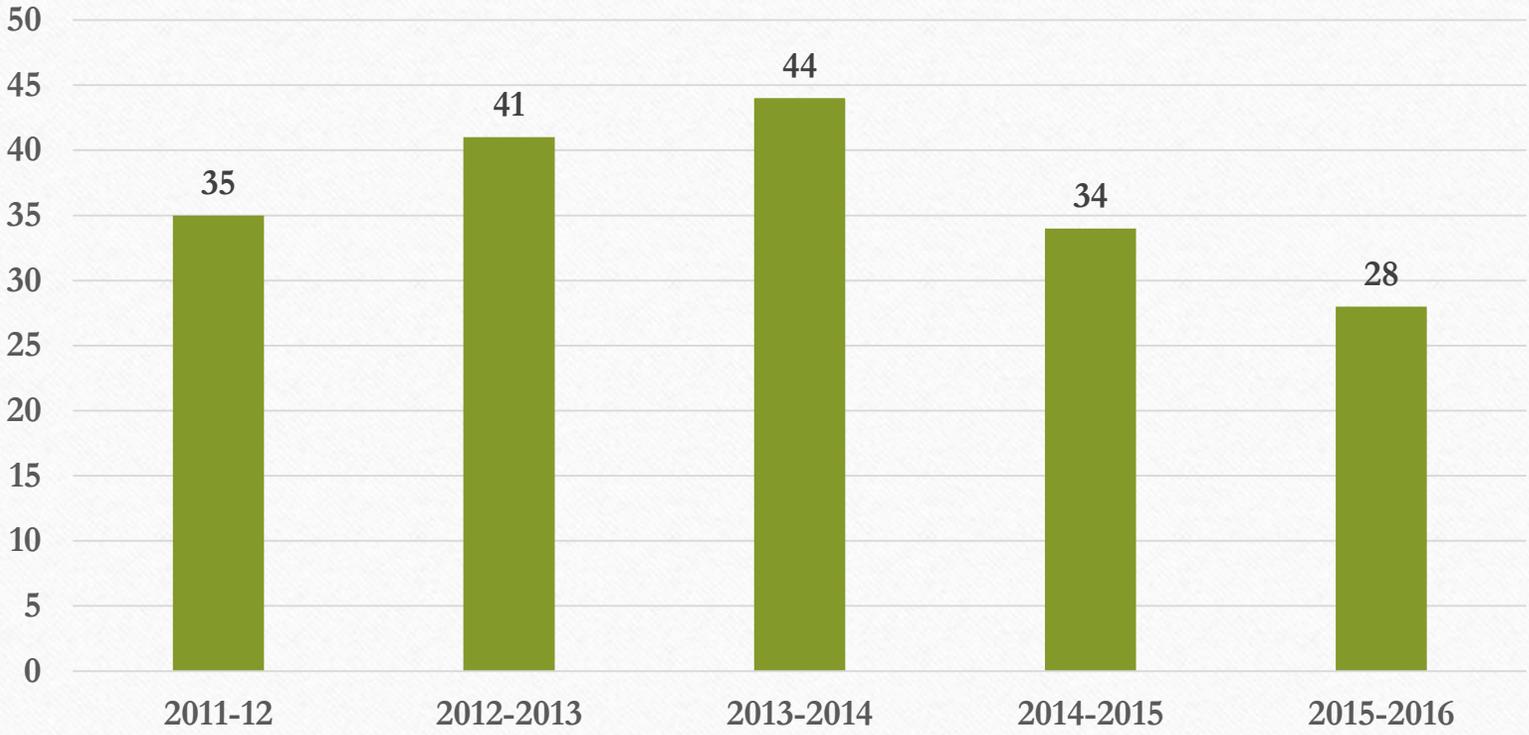
Migrant Count Markesan



Migrant Count Markesan

- Slight decline in 2012-13
- Increase in 2013-14, decrease in 2014-15
- All time increase in 2015-16

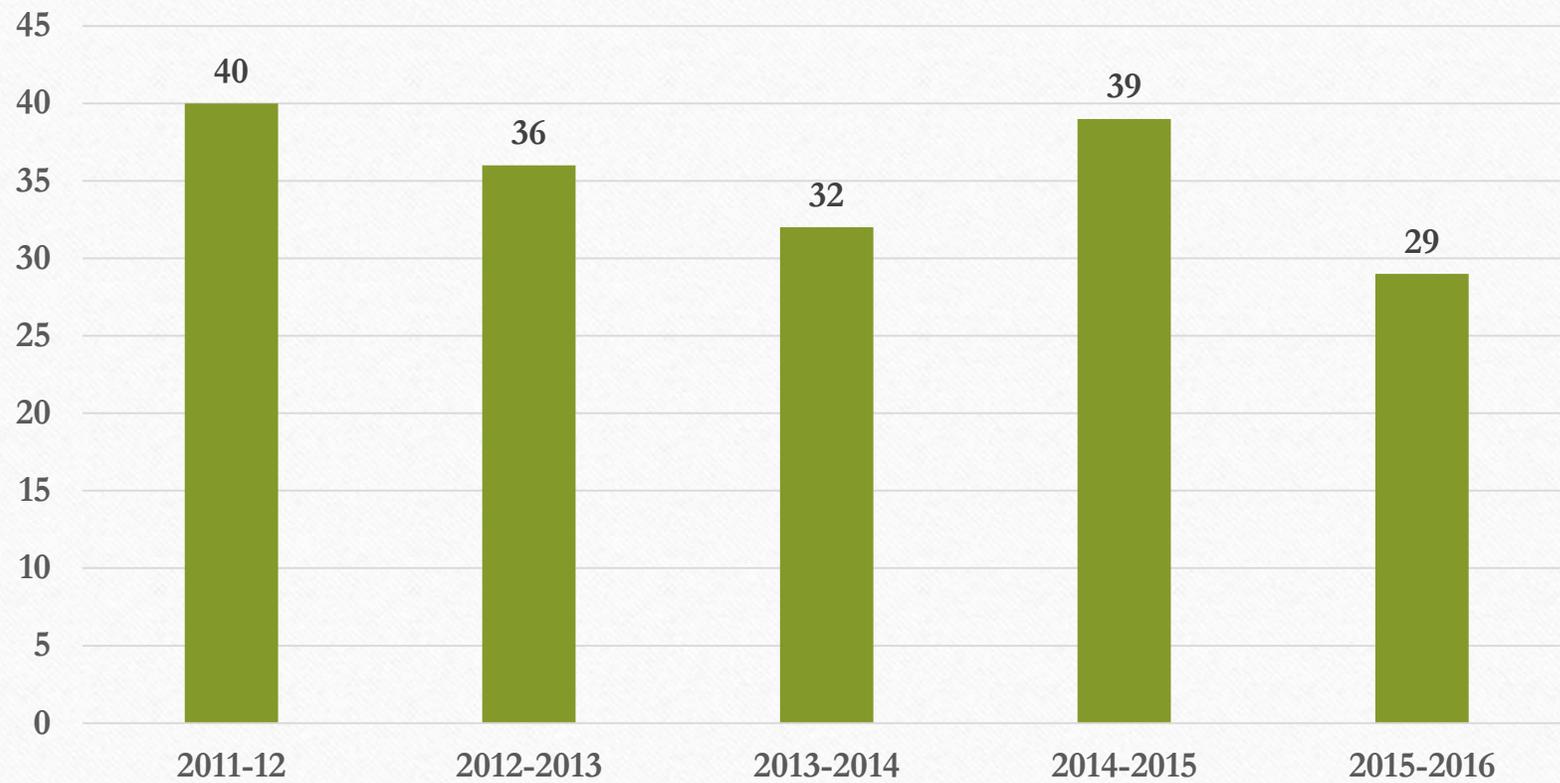
Migrant Count Stevens Point



Migrant Count Stevens Point

- **Steady increase from 2011-12 to 2013-14**
- **Then steady decline to 2015-16**

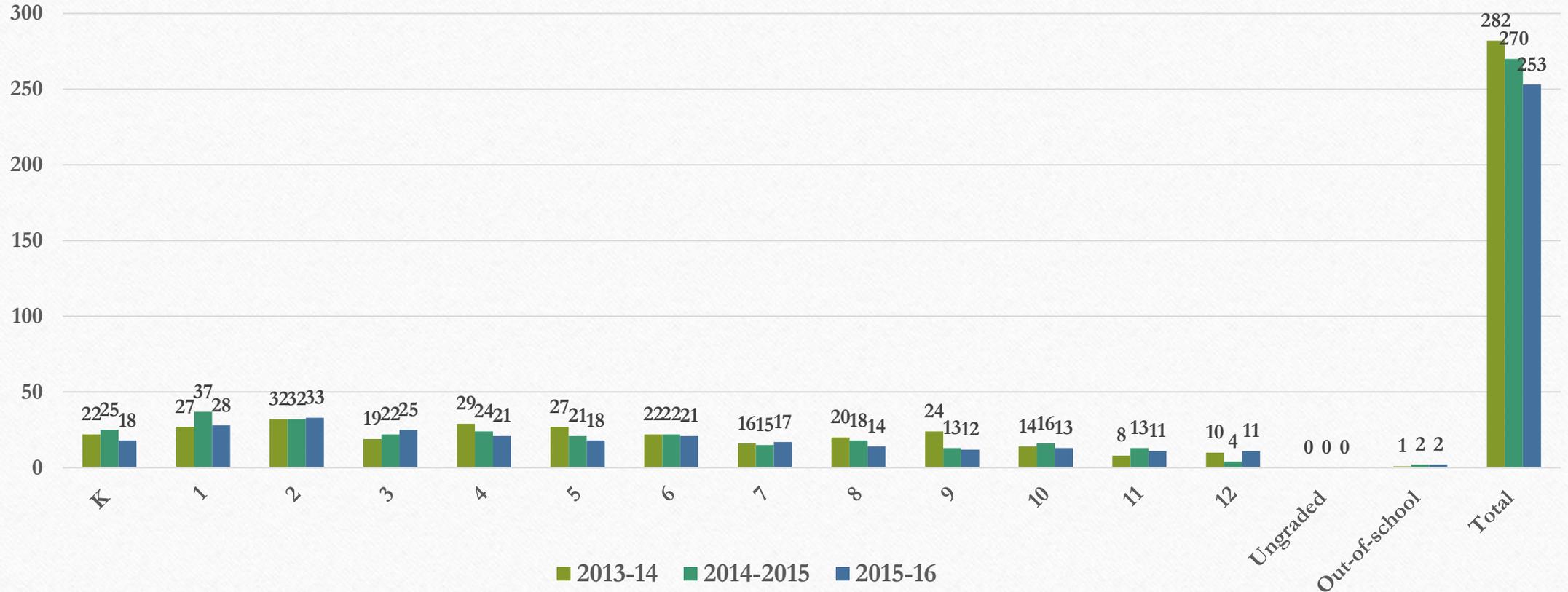
Migrant Count Waterloo



Migrant Count Waterloo

- **Steady decline from 2011-12 to 2013-14**
- **Slight increase in 2014-15, then decline in 2015-16**

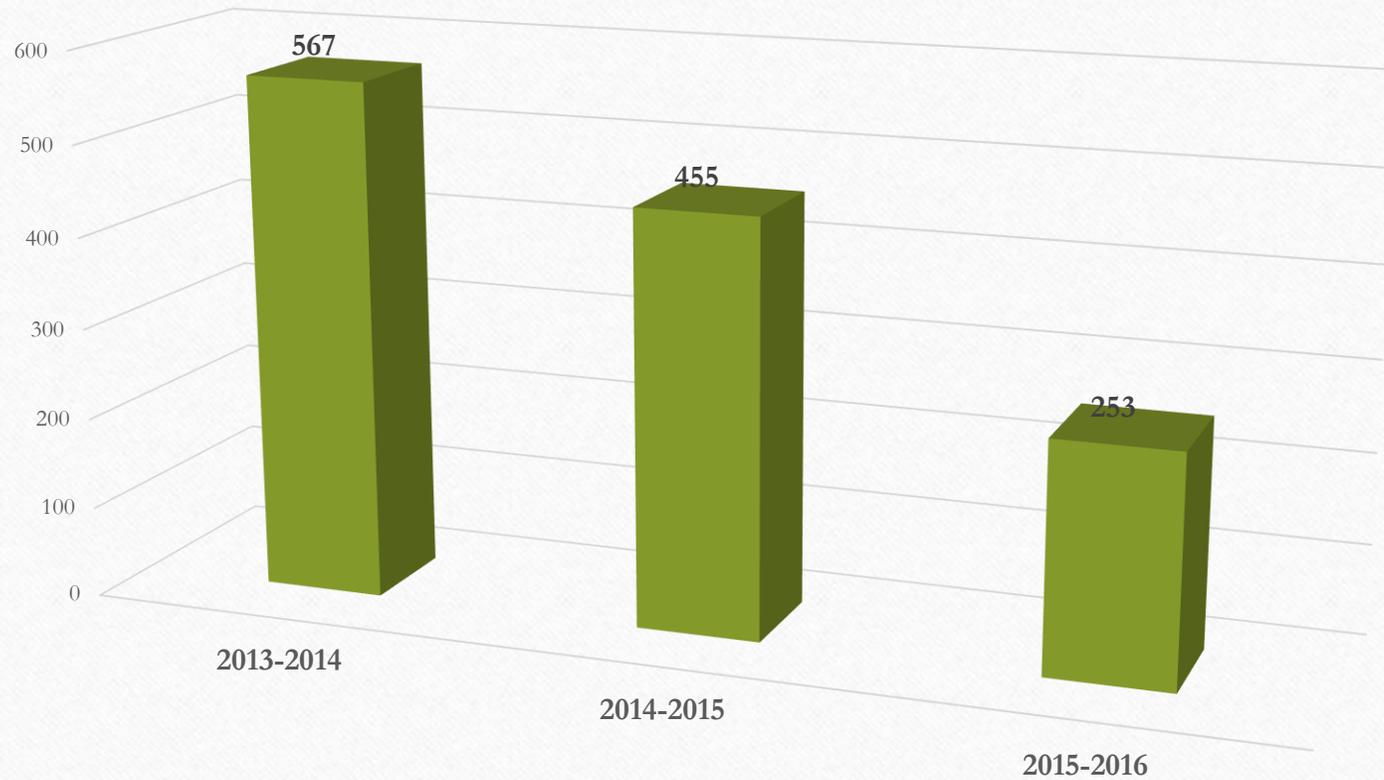
Migrant LEP 2013-2016



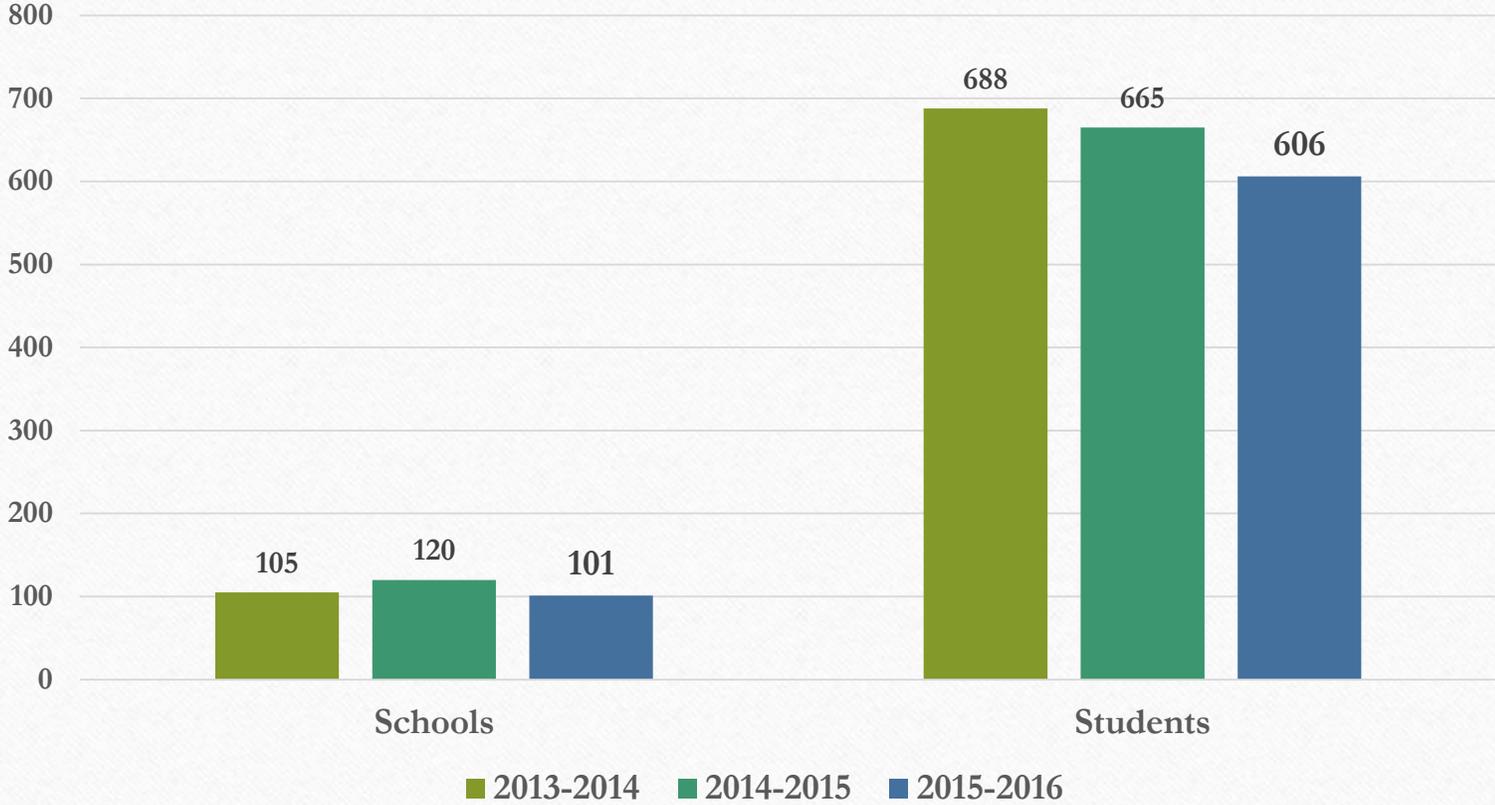
Migrant LEP 2013-2016

- Migrant English learners are more heavily concentrated in elementary grades, with grades K-5 accounting for most of those identified as LEP.
- Students in lower grades are less likely to test at Early Advanced or Advanced. Very likely, older migrant students have had more experience with English.

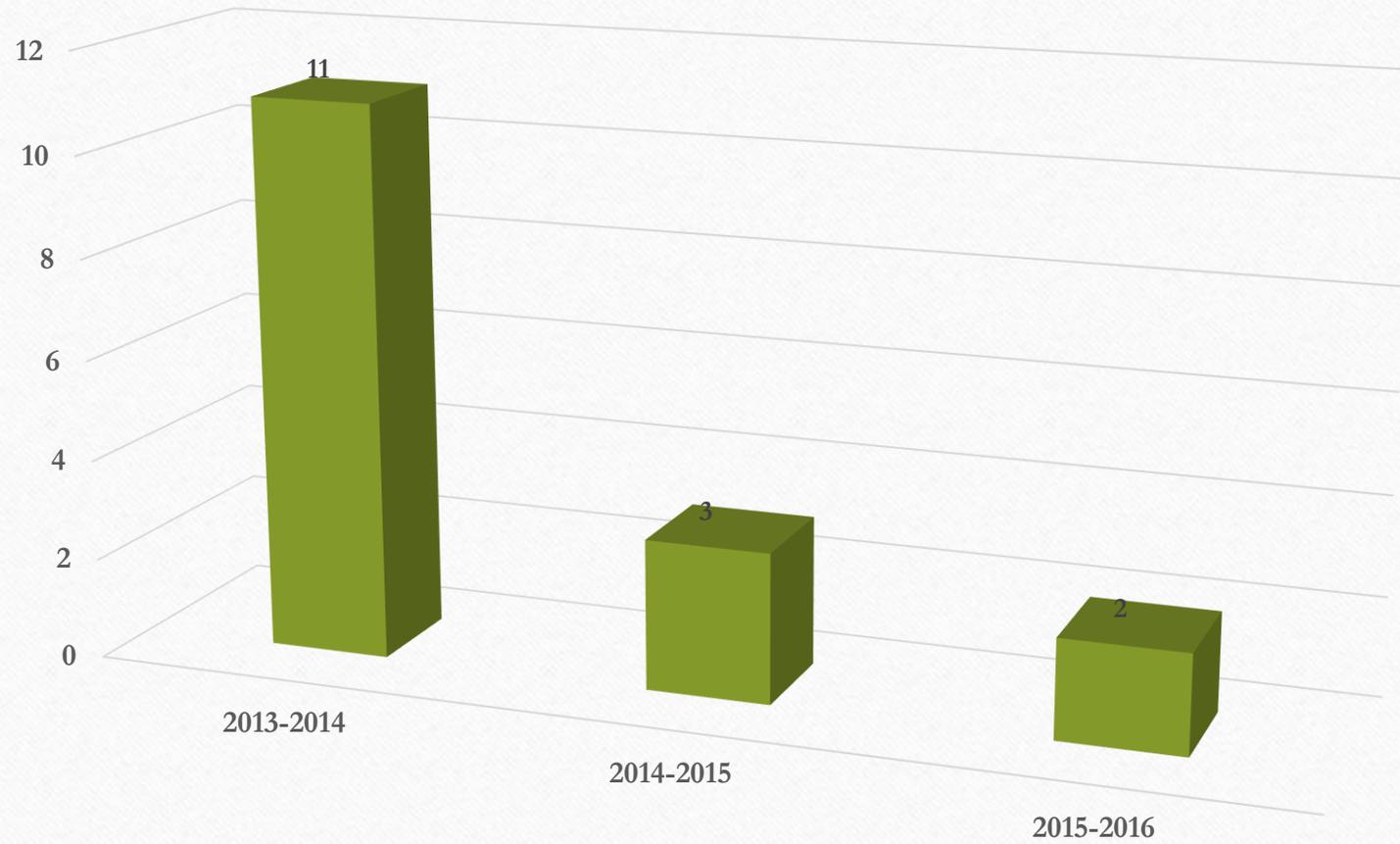
Qualifying Arrival Date (QAD) 2013-2016



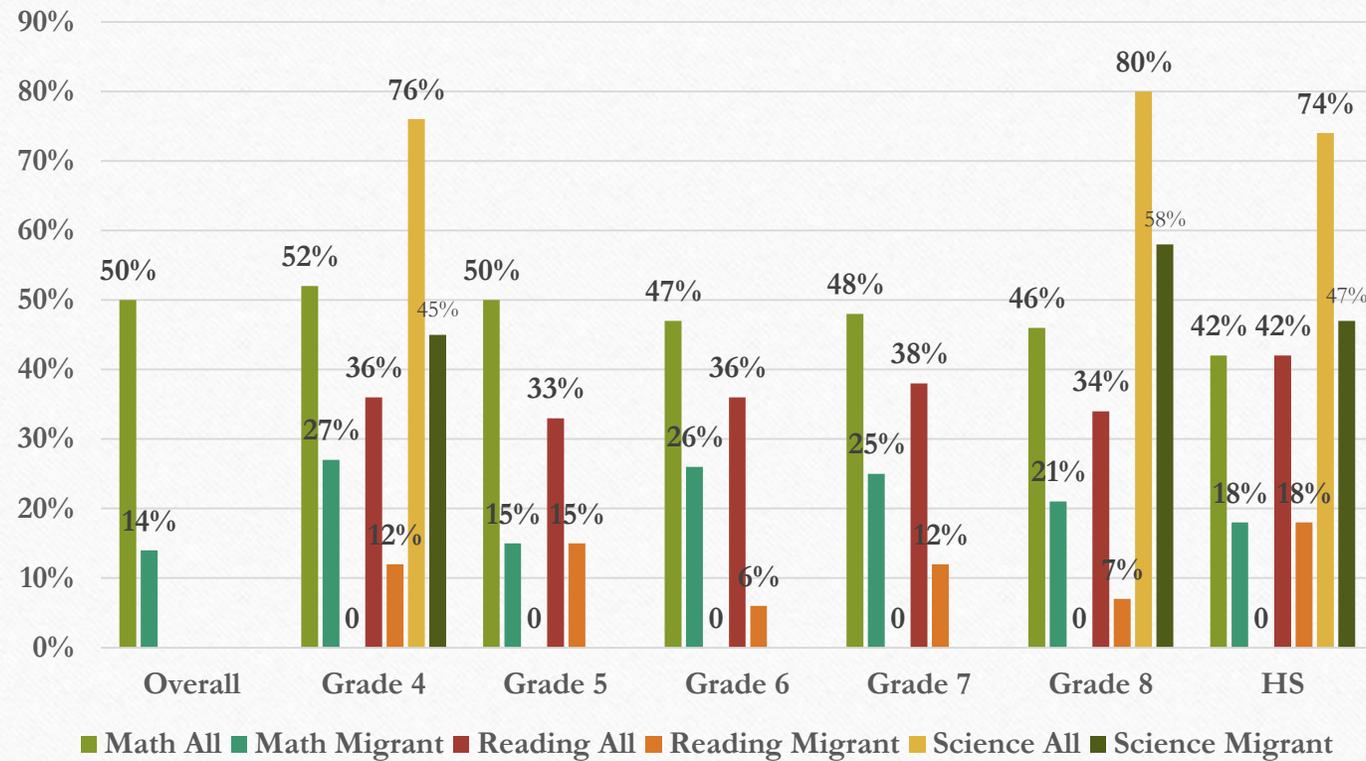
Schools/Students 2013-16



Referrals 2013-16



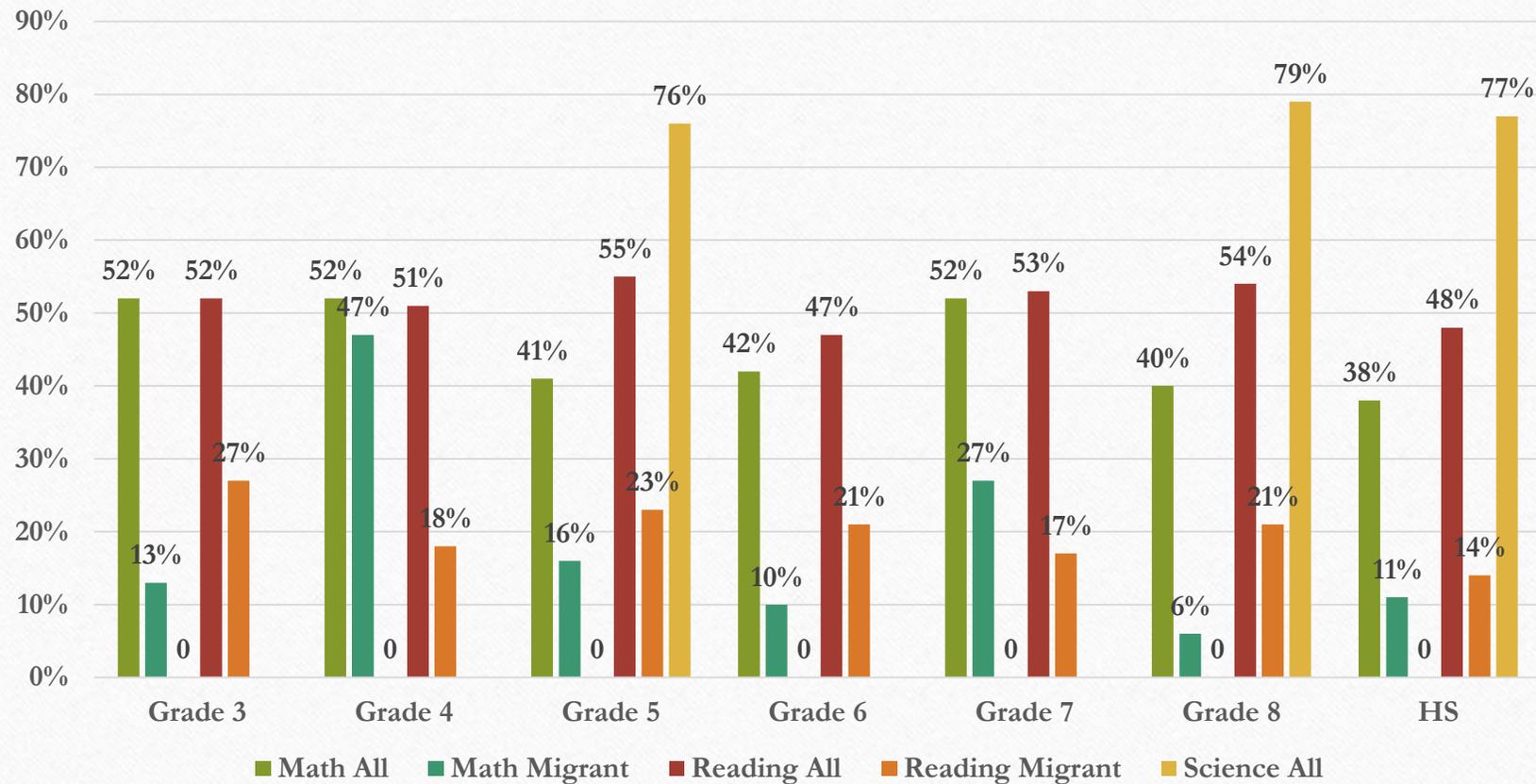
Math/Reading/Science Achievement 2013-14



Overall there is a 26% gap in performance between migrant and non-migrant students.

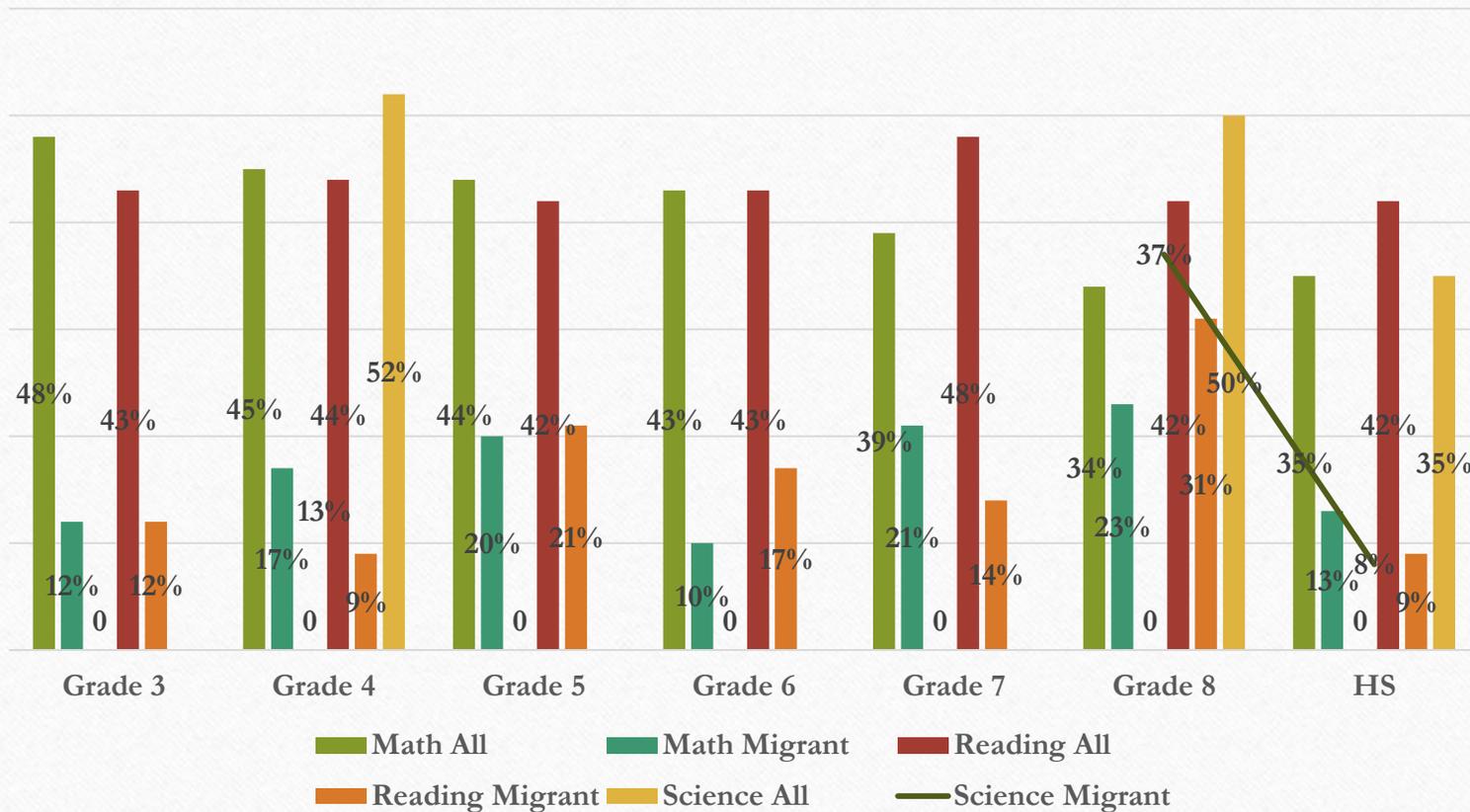
The largest gap is a 30% gap in reading between Grade 6 migrant and non-migrant students.

Math/Reading/Science Achievement 2014-15



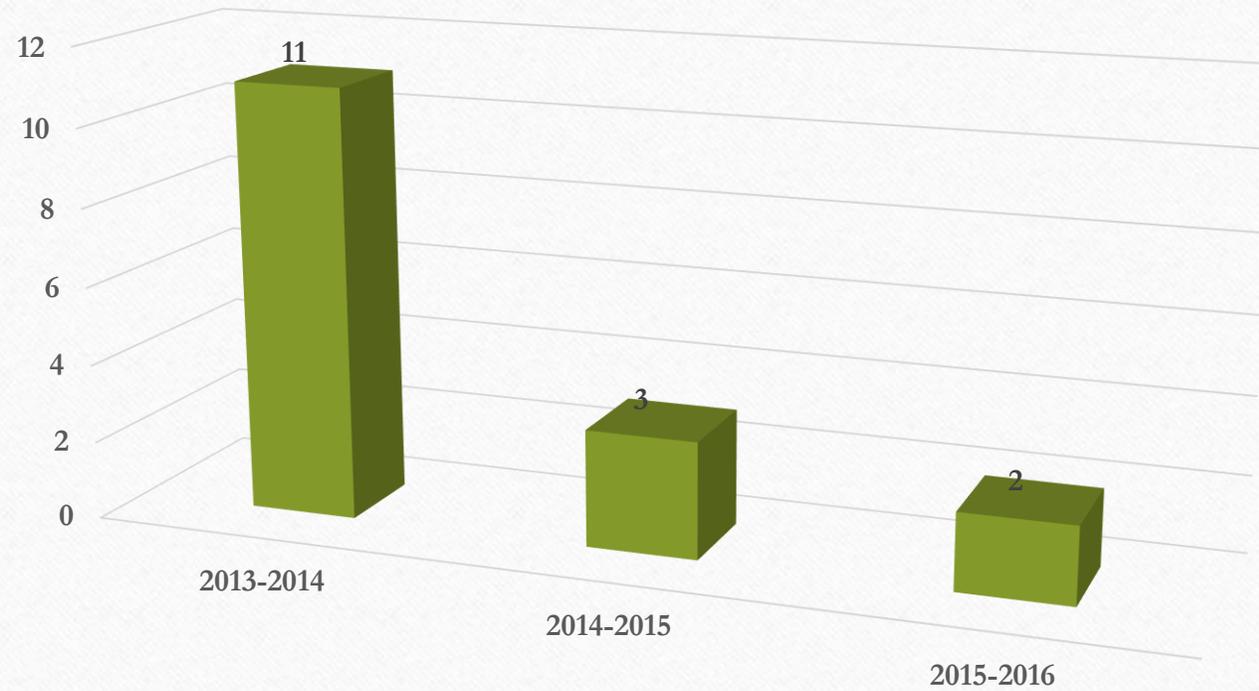
Overall there is a 39% gap in performance between migrant and non-migrant students. The largest gap is a 32% gap in math between Grade 6 migrant and non-migrant students and a 33% gap in reading between Grade 8 migrant and non-migrant students. Also, there is 34% gap in reading in High School between migrant and non-migrant students.

Math/Reading/Science Achievement 2015-16

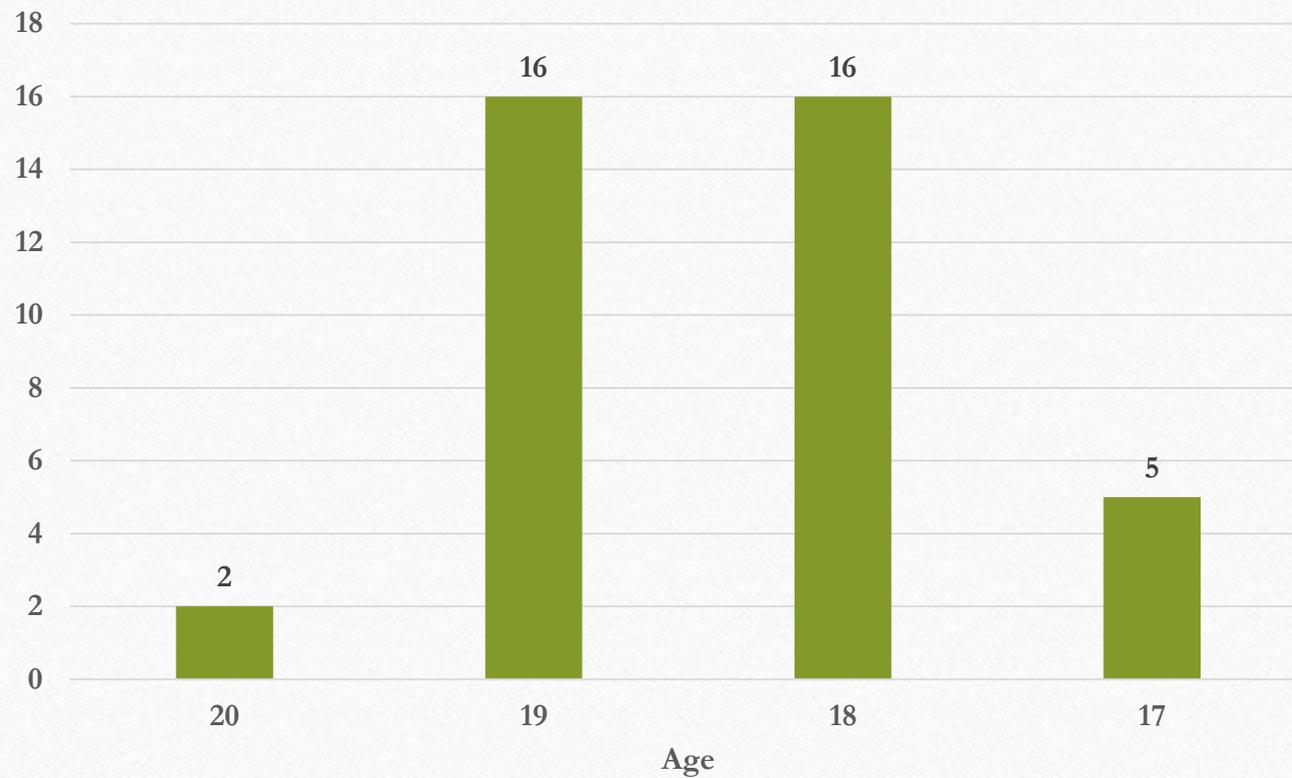


Overall there is a 36% gap in performance between migrant and non-migrant students. The largest gap is a 33% gap in math between Grade 6 migrant and non-migrant students and a 33% gap in reading between High School migrant and non-migrant students.

Dropouts 2013-16



Age of 12th Graders - 2016



82% of 12 Graders
are advanced age in
grade.

Retention Rates

2013-2014

Highest - 7% at Kindergarten, 7% at 2nd grade, 5% at 8th and 11th grades.

2014-2015

Highest - 14% at 1st grade, 6% at 8th grade and 10% at 11th grade.

2015-2016

Highest - 8% in Kindergarten, 11% in 2nd grade and 3% each in 11th and 12th grades.

Reading/Math Achievement

2013-2014

Overall - 26% gap in performance between migrant and non-migrant students.

Largest gap - 30% gap in reading between Grade 6 migrant and non-migrant students.

2014-2015

Overall - 39% gap in performance between migrant and non-migrant students.

Largest gap - 32% gap in math between Grade 6 migrant and non-migrant students and a 33% gap in reading between Grade 8 migrant and non-migrant students and 34% gap in reading in High School between migrant and non-migrant students.

2015-2016

Overall - 36% gap in performance between migrant and non-migrant students.

Largest gap - 33% gap in math between Grade 6 migrant and non-migrant students and a 33% gap in reading between High School migrant and non-migrant students.

Strategic Priorities

The Wisconsin MEP's Strategic Priorities reflect needs identified in the CNA.

1. Enhance ID&R to ensure **all** eligible students are identified and recruited.
2. Develop and implement a new service delivery plan to reach more students and parents of migratory students around the state.
3. Increase academic support for migrant students (specifically in reading and mathematics; attendance; graduation; and English language proficiency, as appropriate)
4. Develop an evaluation system that uses data from both the MEP data management system and Wisconsin's data system (WISEdata) accurately and effectively.

1. Needs Statement: There is a need to develop a referral infrastructure to ensure MEP students are counted and served.

Objective: To increase the number and percentage of children who referred and served.

Solutions: Thoroughly document student referrals to services within school districts and outside of school districts.

Rationale: Accurate referrals must be made and accounted for while service providers understand the immediate needs of MEP students.

Timeline: Within one year

2. Needs Statement: There is a need for DPI to provide services based on the location of Migrant Students.

Objective: To create an administrative structure that is responsive to the location and needs of Migrant Students.

Solutions: Hire and place regional itinerant teachers to serve geographic regions of greatest concentration of migrant students.

Rationale: The provision of a more efficient structure to meet the academic needs of MEP student within the locations of greatest concentration will serve more students and create more flexibility for service models.

Timeline: Within one year, phase in dependent on the patterns and timetable of work. Tentatively must have by Sept 30 to begin the roll out process.

3. Needs Statement: There is a need to recruit and identify all eligible students through age 21.

Objective: To create the system to support the complete identification and recruitment of all eligible migrant students in the state.

Solutions: To provide more ID&R training w/a specific emphasis on OSY & preschool (eligible children & youth not enrolled in school). Evaluate effective strategies and methodologies for ID&R. Monitor and evaluate recruitment process for maximum effectiveness.

Rationale: A system with checks and balances to enhance the recruitment experience will be created. More migrant children will be identified and served increasing program size and scope.

Timeline: Immediately ASAP

4. Needs Statement: There is a need to increase student achievement in core academic areas for MEP students.

Objective: To provide supplemental service that enhances the academic achievement of migrant students.

Solutions: Provide training and resources (curriculum) for project staff and teachers.

Rationale: Developing a system to monitor and evaluate programs will assist in meeting the academic needs of migrant students.

Timeline: Within a year

5. Needs Statement: There is a need to reorganize to serve more migrant students.

Objective: To provide program structure that facilitates the academic achievement of migrant students.

Solutions: Create a Regional structure and hire itinerant teachers.

Rationale: Students would be served more effectively and efficiently with a system that is responsive to needs. This would also create more flexibility for service models and possibly serve more out of school youth to include preschool and OSY.

Timeline: Tentatively begin process in August. Must have completed in structure by Sept 30.

6. Needs Statement: There is a need to provide intensive training to positively impact student achievement.

Objective: To provide professional development that supports the academic achievement of migrant students.

Solutions: Ensure that individual student assessed needs are addressed specific to the migrant population.

Rationale: These strategies will reach a wider audience to be better trained and informed.

Timeline: Over the next year and continuous.

7. Needs Statement: There is a need to provide more effective and accurate data collection.

Objective: To utilize accurate data to drive program decisions.

Solutions: Better and more targeted training for staff at all levels, better software and revised more efficient forms.

Rationale: Provide more accurate data for more targeted service.

Timeline: Initiate after Cost/benefit analysis

Next Steps

